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ABSTRACT

This training program handbook provides a basis for planning a sequence of learning situations during the Extension Service agents' first year of employment. Through this experience, it is hoped that new agents will acquire the knowledge, competencies, and skills thought to be necessary to successfully orient them to the Texas Agricultural Extension Service and to effectively implement an educational program on a county basis. In addition, the handbook has been designed to assist those persons who have training responsibilities for new agents. It provides a means by which decisions can be made relative to the planning, implementation, and evaluation of a training program. This training program is designed to provide each new agent with an understanding of (1) the purpose, objectives, and philosophy of Extension work; (2) job responsibilities and performance standards; (3) organizational procedures; (4) relationships with other agencies and organizations; (5) programming methods and techniques; and (6) 4-H Club work in the state. Along with a section containing a checklist for training new agents, there are sections defining the responsibilities for the following: (1) district agents; (2) trainer agents; (3) training teams, Phases I and II; and (4) the trainee. (JS)

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A COORDINATED TRAINING PROGRAM FOR NEW AGENTS

AC 012 791

TEXAS A&M UNIVERSITY
TEXAS AGRICULTURAL EXTENSION SERVICE
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A COORDINATED TRAINING PROGRAM FOR NEW AGENTS

Purpose

The primary purpose of this Coordinated Training Program is to provide a basis for planning a sequence of learning situations during the first year of employment of new agents; through this experience new agents will acquire the knowledge, competencies, and skills deemed necessary to sucessfully orient them to the Texas Agricultural Extension Service and to effectively implement an educational program on a county basis.

This handbook is further designed to assist those persons who have training responsibilities for new agents. It provides a means by which decisions can be made relative to the planning, implementation, and evaluation of a training program in which all will be moving toward the same objective. This is highly essential when one considers the increasing size of staff and the rising cost of training required to maintain an efficient educational program. It is an attempt to eliminate duplication of training efforts and to assign training responsibilities emphasizing those areas where specific training is needed.

A systematic training program in technical subject matter is highly important and will also be implemented as needed.

Objectives

This training program is designed to provide each new agent with:

1. An understanding of the purpose, objectives, and philosophy of Extension work.
2. An understanding of their job responsibilities and standard of performance.

3. An understanding of existing organizational procedures of the Texas Agricultural Extension Service.
4. An understanding of the relationships that exist between the Texas Agricultural Extension Service and other agencies and organizations.
5. Knowledge of good office management practices and procedures.
6. An understanding of methods and techniques of programming.
7. An understanding of 4-H Club work in this State.
8. An understanding of the organization's expectations in regard to professional competencies.

Implementation

In the Texas Agricultural Extension Service the responsibility for training of new agents is divided among administrators, supervisors, and trainer agents. The formal training session includes New Agents' Orientation and New Agents' Training Conferences which are the joint responsibilities of the state agents. The supervising district agents have primary responsibility for the informal on-the-job training. They are supported by the trainer agents and other staff members in conducting the total training effort. This group provides the necessary input needed to implement the training program.

The total training effort can best be achieved through the use of this Coordinated Training Program by all personnel concerned. It should be used as a basis for planning, implementing, and evaluating all training efforts.

A copy of this handbook will be presented to each new agent by the supervising district agent at the time of appointment. Suggestions for its review should be made at this time.

Other Uses

The content of this handbook can also be used:

1. To plan training programs for trainer agents.
2. By district agents and trainer agents as a guide for counseling with new agents about their training progress.
3. By new agents as a self-check on their learning experiences.
4. By other staff members with training responsibilities to develop teaching plans and training materials.

CHECKLIST FOR TRAINING
NEW AGENTS

CHECKLIST FOR THE TRAINING OF NEW AGENTS

Purpose. The primary purpose of this checklist is to provide a means of reviewing the training progress of new agents during their first year on the job as opposed to evaluating or appraising their work.

Major Sources of Training. During the agent's first year on the job, training will come from four primary sources:

A. The supervising district agent begins training the new agent at the time the agent is employed. The number and frequency of future conferences will vary, but the new agent can be assured that the district agent is always available for counseling and guidance.

B. The trainer agent working with the supervising district agent has a major responsibility for arranging on-the-job learning situations which will prepare the new agent for greater responsibility. The county experience during the first few months on the job is perhaps the most important training in the agent's career. Future growth and consequent promotions are greatly influenced by this training period. The position of an assistant agent, while it carries specific program responsibilities, is considered an opportunity of training for greater responsibilities.

C. New Agents' Orientation and Training Conferences are scheduled during the first year. Phase I is planned for those agents who have been on the job at least 30 days and usually not more than 90 days. This is a 2½ day session with a primary objective of presenting orientation training on Extension history and philosophy, legislation and policies, introduction to program building, the fundamental principles of 4-H Club work, and reporting. Phase II comes six months later and is of 4½ days duration. Communications training, teaching methods, program building (with emphasis on working with committees), and more detailed training in 4-H Club work make up this phase of training.

D. The trainees own effort probably is the most important source of training throughout his career. Each new agent, from the first day of employment, must continuously seek to acquire the knowledge, competencies, skills, and changes in his own behavior that will equip him for the job to be done.

The checklist which follows includes many items of importance. The first column on the right indicates the sources of training by codes of A,B,C, and D. The code listed first, in each instance, indicates the primary source. The codes correspond to the four sources of training discussed in the preceding paragraphs.

Key to Extent of Progress.

Very Much - denotes that the new agent has satisfactorily mastered the concepts and/or has adequate competency in the area.

Some - denotes that the new agent has partially mastered the concepts and/or has some competency in the area. Additional growth primarily through self-study on the part of the new agent needs to occur.

Little or None - denotes that the new agent has not made satisfactory progress in mastering the concepts and/or competencies in a given area. Additional learning experiences need to be provided by the supervising district agent and/or trainer agent. Additional self-study on the part of the new agent should be undertaken.

General

	Source of Training	Extent of Progress		
		Very Much	Some	Little or none
1. Understands the purposes, objectives, and philosophy of Extension work as set forth in such documents as "The Scope Report," "A People and A Spirit," and "New Agents Training Guide."	A, C,D			
2. Has general knowledge of the origin and history of the Texas Agricultural Extension Service.	C,D			
3. Is familiar with the legislation that governs the operation of the Texas Agricultural Extension Service (the Morrill Act, the Hatch Act, the Smith-Lever Act, and the Civil Rights Act of 1964).	C,A			
4. Has a working knowledge of the organization and functions of the Cooperative Extension Service at the Federal, State, district, and county levels.	C,A			
5. Has knowledge of the fringe benefits available to all employees of the Texas Agricultural Extension Service.	A,D			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

Source of Training	Extent of Progress		
	Very Much	Some	Little or none

Job Responsibilities and Standard of Performance

6. Has knowledge of the duties set forth in the job description and position description.	A,C, B,D			
7. Understands the personnel appraisal system.	"			

Policies and Procedures

8. Is familiar with the policies, rules, and regulations which guide Extension personnel in such matters as:				
a. Leave (annual, emergency, sick, military, and maternity) and holidays.	A,C, D,B			
b. Promotions or position changes (appointments, transfers, and resignations).	"			
c. Jury service.	"			
d. Travel regulations.	"			
e. Outside employment.	"			
f. Handling of questionnaires, surveys, and mailing lists.	"			
g. Political activities.	"			
h. Acting as purchasing or selling agent.	"			
9. Recognizes the purpose and importance of good reports.	C,A,D			
10. Is familiar with the elements of good reporting.	"			
11. Knows how to request specialists' assistance.	A,B,D			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

Relationships

	Source of Training	Extent of Progress		
		Very Much	Some	Little or none
12. Recognizes the importance of maintaining effective public relations with the eight Extension publics (Texas Agricultural Extension Service, Texas A&M University System, elected and appointed officials, organizations, businesses, mass media personnel, other agencies, and the general public).	B,A,D			
13. Is aware of the working relationships and memoranda of understanding with other Federal, State, and local agencies (SCS, FHA, Governor's Committee on Aging, etc.).	B,C, A,D			
14. Is aware of the programs and services of other agencies in the county as they relate to the Extension program.	B,D			
15. Understands the relationship between the Extension Service and cooperating groups, such as County Commissioners' Courts or others which provide budgetary support for county positions.	A,C,D			
16. Understands and follows the established channels of supervision and communication within the Texas Agricultural Extension Service.	A,C, B,D			
17. Is informed of the importance of working as a member of the County Extension Team.	A,B			

Office Management

18. Is informed about the elements of good office management and the regulations pertaining to the following:				
a. Uniform Filing System.	B,D, C,A			
b. Penalty mailing regulations.	"			
c. Procedure of obtaining forms, supplies, publications, and visual aids.	"			
d. Role and responsibility of stenographic and clerical staff.	"			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

	Source of Training	Extent of Progress: Very Much	Some	Little or none
e. County office conference.	B,D, C,A			
f. Organization and atmosphere of the county office.	"			

Programming

19. Is familiar with the Program Building Handbook and understands the program building process.	C,B, A,D			
20. Is familiar with the long-range program for the county.	B,D			
21. Is informed about the major agricultural, home economics, and 4-H Club enterprizes and programs in the county.	B,D			
22. Is familiar with the program building organization in the county.	B,A, D			
23. Understands the relationship between the county program and area programs (BIG, PEP, BET, etc.).	B,A, D			
24. Understands the relationship between the plan of work and the long-range county program.	B,D			
25. Has worked with one or more subcommittees in developing annual plans.	B,D			
26. Has worked with the county staff in writing a plan of work based on subcommittee plans.	B,D			
27. Is familiar with the plan of work for the county.	B,D			
28. Has worked with one or more subcommittees in carrying out the annual plan of work.	B,D			
29. Is informed about the role of specialists and other resource people in planning, carrying out, and evaluating programs.	C,A, B,D			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

30. Is familiar with the following Extension teaching methods:

	Source of Training	Extent of Progress: Very Much	Some	Little or none
a. Mass methods	C,B, D,A			
(1) Radio	"			
(2) Television	"			
(3) Newspapers and magazines	"			
(4) Exhibits	"			
(5) Circular letters	"			
(6) Posters	"			
(7) Leaflets and bulletins	"			
b. Group methods	"			
(1) Meetings	"			
-general	"			
-workshops	"			
-short courses	"			
-institutes	"			
-clinics	"			
-seminars	"			
-field days	"			
-tours	"			
-schools	"			
-conferences	"			
(2) Result demonstrations	"			
(3) Method demonstrations	"			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

	Source of Training	Extent of Progress: Very Much	Some	Little or none
c. Individual methods	C,B, D,A			
(1) Farm and home visits	"			
(2) Result demonstrations	"			
(3) Individual letters	"			
(4) Office calls	"			
(5) Telephone calls	"			
31. Understands the reasons for using a variety of teaching methods and techniques for in-depth programming to reach a specific goal.	C,B, D,A			
32. Recognizes the importance of planning for evaluation of major phases of the program.	C,B, D			
33. Recognizes the importance of the county staff working together to develop an annual plan of work.	B,A, D			
34. Understands the role of the various groups and leaders involved in the county program.	B,D			
35. Recognizes the importance of identifying, enlisting, and training volunteer leaders.	B,C, A,D			

4-H Club Work

36. Is informed about:				
a. State objectives for 4-H Club work.	C,D			
b. The developmental needs of young people.	"			
37. Is familiar with the following:				
a. Agent's responsibilities for 4-H Club work.	C,D			
b. Specific phases of 4-H, such as:	"			
(1) 4-H subcommittee	"			
(2) 4-H programming	"			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

	Source of Training	Extent of Progress: Very Much	Some	Little or none
(3) 4-H adult leaders	C,D			
(4) 4-H Clubs	"			
(5) 4-H projects	"			
(6) County-wide organizations	"			
(7) County participation in district and State events	"			
(8) Public relations, publicity, and cooperation	"			
38. Is familiar with the following phases of 4-H work in the county:	B,D			
a. The 4-H plan of work	"			
b. Programming being conducted in each club in the county	"			
c. The 4-H potential for the county	"			
d. Leader training conducted last year	"			
e. Leader training planned for the current year	"			
f. Membership, organization patterns, standing rules, and activities of the 4-H Council	"			
g. Membership, organization patterns, standing rules, and activities of the Adult Leaders' Association	"			
h. Membership, plans, and activities of the 4-H subcommittee of the Program Building Committee	"			
i. County and district 4-H calendar of events	"			
j. Special 4-H programs in the county	"			

Professional Competence

39. Is informed of the importance of, and the opportunities for, professional improvement.	C,A,D			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

	Source of Training	Extent of Progress		
		Very Much	Some	Little or none
40. Is informed of the importance of maintaining competence in relevent subject-matter areas of agriculture and home economics.	B,D, A			
41. Is aware of the importance of carrying out duties and responsibilities set forth in the plan of work and the position and job description.	B,D, A			
42. Is informed that salary increases are based on the performance of duties as an Extension agent.	A,B			
43. Is informed of good work habits, appropriate dress, and speech as a professional person.	A,B, C			

A. District Agent
B. Trainer Agent
C. New Agents' Training Conference
D. Trainee

RESPONSIBILITIES OF DISTRICT AGENTS

The supervising district agent begins training the new agent at the time the agent is employed. The number and frequency of future conferences will vary, but the new agent can be assured that the district agent is always available for counseling and guidance.

A copy of the Coordinated Training Program should be presented to each new employee at the time of appointment to be studied.

The main checklist identifies certain areas where the supervising district agent must assume major training responsibility. These items are listed here, along with the teaching objective and suggested learning experiences considered appropriate for each.

Item 1/	Teaching Objective	Learning Experiences
	General	
1.	Understands the purposes, objectives, and philosophy of Extension work as set forth in such documents as "The Scope Report," "A People and A Spirit," and "New Agents' Training Guide."	Agent conferences - prior to and at time of initial appointment.
5.	Has knowledge of the fringe benefits available through the Texas Agricultural Extension Service in order that choices can be made.	Agent conferences - prior to employment and after approval of county - 10 days before employment.
	a. Fringe benefits	
	(1) Mandatory - Insurance (Extension Service and County) - Retirement contributions - Workman compensation (State and Federal)	Review and study brochures with employee and discuss with family prior to employment.
	(2) Optional - Insurance (Extension Service and County) - Optional Retirement Plan.	Advise employee to discuss optional retirement with insurance representative within 90 days after employment.

1/ The item numbers used correspond to the same numbers used in the checklist; therefore, they will not follow in sequential order.

b. Study opportunities	
(1) In-Service training	Agent conferences - present new agent training guide at time of appointment.
(2) Orientation training- Phase I and Phase II	Agent conferences - within the first six months.
(3) Part time	
(4) Full time	
(5) Training assignment	
(6) Faculty development leave	
c. Leave and holidays	Agent conferences - at time of appointment.
6. Become familiar with their job responsibilities as they relate to the goals and objectives of the Extension Service.	Study job and position descriptions on file. Study written materials - Extension Service Journal Agents' Reports Extension Service Review 4-H News Discuss what is expected with - Commissioners' Courts Other agents in county Key leadership Membership Write position description at the end of the first year.
7. Understands the Personnel Appraisal System	Agent read and review instructions Participate in subdistrict meetings on preparation of forms.

Policies and Procedures

8. Become familiar with the policies, rules, and regulations of the Texas Agricultural Extension Service.	Agent conferences. Study appropriate forms and regulating policy.

a. Leave and holidays

(1) Annual

(2) Sick

(3) Military

(4) Maternity

(5) Emergency

b. Promotions or position changes

(1) Appointments

(2) Transfers

(3) Resignations

c. Jury service

d. Travel regulations

e. Outside employment

f. Handling of questionnaires, surveys, and mailing lists

g. Political activities

h. Acting as purchasing or selling agent

11. Know how to request specialists to assist with preparation and execution of County Program.

a. Procedure for securing specialists' assistance

(1) County visits

(2) Technical information

b. Form D-633, Agent to Specialist Information Request

c. Plan of work

Agent conferences - at the time New Agents' Training Guide is discussed and prior to preparation of Plan of Work.
Study forms
Study plan of work.

Relationships

15. Understand the relationship between the Texas Extension Service and cooperating groups, such as County Commissioners' Courts or others which provide budgetary support. a. County budgets (1) Salary (2) Travel (3) Office expenses (4) Teaching materials b. Public relations (1) County Commissioners' Court (2) State Legislators (3) Congressmen (4) Others	Agent conferences - discuss items listed.
16. Understands the supervisory line of authority and its relation to channels of communication. a. Organizational chart b. County Chairman's job description	Agent conferences -at time new agents guide is discussed -on first visit to county
17. Is informed of importance of working as a member of the County Extension Team. a. Office conferences b. Preparation of Plan of Work c. Other areas	Agent conferences - discuss items listed
42. Is informed that salary increases are based on performance of duties.	Agent conferences - discuss items listed

a. Involvement of people

b. Changes made to solve problems

c. Evaluation of process and results

d. Performance effectiveness

43. Perform as a professional in work habits, dress, and speech.

Agent conferences - discuss items listed.

a. Work habits

(1) Plan ahead of time

(2) Be on time

(3) Be available

(4) Use variety of teaching methods

(5) Have good rapport with people in county

(6) Report effectively

(7) Keep mass media, supervisors, interested groups, and legislative supporters informed

b. Dress

(1) Job to be done

(2) The audience

(3) The county situation

(4) Professional standing

c. Speech

(1) Using correct grammar

(2) Using professional terms consistent with audience understanding

The supervising district agent also has the responsibility for supporting other training efforts. These specific items identified are listed below which are taken from the main checklist.

Items 3, 4, 9, 12, 13, 18a-f, 19, 22, 23, 29, 30a-c, 31, 33, 35, 39, 40, and 41.

RESPONSIBILITIES OF
TRAINER AGENTS

RESPONSIBILITIES OF TRAINER AGENTS

The trainer agent has a major responsibility for arranging on-the-job learning situations which will prepare the new agent for greater responsibilities. The trainer agent should strive for the attainment of the following objectives by providing learning experiences and guidance to the new agent.

It is recommended that:

1. The trainee and the trainer agent review the checklist, teaching objectives, and learning experiences at three-month intervals during the first year of employment. An evaluation should be made as to the progress of objective attainment. Plans also should be made toward the attainment of other objectives during the next three-month period.

2. The trainee, trainer agent, and supervising district agent should jointly evaluate the attainment of the objectives at the end of the first year of employment or before the transfer of the agent to another position.

3. In situations in which a new agent is transferred to another position during the first year, the trainer agent responsibilities should be assumed by the supervising district agent and/or an experienced agent in the new county.

Teaching objectives and suggested learning experiences for items of the checklist for which the trainer agent has major responsibility are the following:

Item	Teaching Objective	Learning Experiences
	Relationships	
12.	Recognizes and understands the importance of maintaining effective public relations with the eight Extension publics.	Agent conferences. Studies personnel list. Meets mass media personnel. Meets elected and appointed officials. Learns of and meets key leaders of local organizations and and businesses where advisable.
	a. Texas Agricultural Extension Service	
	b. Texas A&M University System	
	c. Elected and appointed officials	
	d. Organizations	
	e. Businesses	

	f. Mass media personnel	
	g. Other agencies	
	h. The general public	
13.	Understand the working relationships and memoranda of understanding with other Federal, State, and local agencies (SCS, FHA, Governor's Committee on Aging, etc.)	Agent conferences. Reads memoranda. Meets with the Rural Development Committee.
14.	Is knowledgeable about the programs and services of other agencies in the county as they relate to the Extension program.	Agent conferences. Meets agency personnel. Studies agency plans of work or other program material. Involves other agency personnel in educational programs.
	Office Management	
18.	Understands and uses the elements of good office management and the regulations pertaining to the following:	Agent conferences. Studies reference materials. Studies Uniform Filing Guide. Studies files and filing system. Orders materials. Studies Federal Penalty Mailing Privilege regulations. Studies supply request form. Studies County Office Secretary's Handbook. Participates in office conferences. Participates in office management.
	a. Uniform Filing System	
	b. Penalty mailing regulations	
	c. Procedure of obtaining forms, supplies, publications, and visual aids	
	d. Role and responsibility of stenographic and clerical staff	
	e. County office conference	
	f. Organization and atmosphere of the county office	
	Programming	
20.	Is familiar with the long-range program for the county	Agent conferences. Studies long-range county program.

21.	Is knowledgeable about the major agricultural, home economics, and 4-H Club enterprizes and programs in the county.	Agent conferences. Studies annual plan of work. Participates in a variety of programs and activities in each program area.
22.	Is familiar with the program building organization in the county.	Agent conferences. Studies county program building organization. Meets with committees. Studies Program Building Handbook.
23.	Understands the relationship between the county program and area programs (BIG, PEP, BET, etc.)	Agent conferences. Studies area program plans and reports. Participates in area program activities.
24.	Understands the relationship between the plan of work and the long-range county program.	Agent conferences. Studies plan of work and long-range county program. Helps develop plan of work. Participates in report program accomplishments to various committees.
25.	Has worked with one or more subcommittees in developing annual plans.	Participates in subcommittee efforts to develop annual plans.
26.	Has worked with the county staff in writing a plan of work based on subcommittee plans.	Assists other agents in writing annual plan of work.
27.	Becomes familiar with the plan of work for the county.	Agent conferences. Studies county plan of work.
28.	Has worked with one or more subcommittees in carrying out the annual plan of work.	Agent conferences. Works with subcommittees in carrying out plan of work.
33.	Recognizes and understands the importance of the county staff working together to develop an annual plan of work.	Agent conferences. Participates in the development of annual plan of work.
34.	Understands the role of the various groups and leaders involved in the county program.	Agent conferences. Identifies resource people to be involved in county program.
35.	Understands the importance of identifying, enlisting, and training volunteer leaders.	Agent conferences. Participates in the identification, enlisting, and training of leaders.

4-H Club Work

38. Has a working knowledge of the following phases of 4-H work in the county.

    a. The 4-H plan of work.

    b. Programming being conducted in each club in the county.

    c. The 4-H potential for the county.

    d. Leader training conducted last year.

    e. Leader training planned for the current year.

    f. Membership, organization patterns, standing rules, and activities of the 4-H Council.

    g. Membership, organization patterns, standing rules, and activities of the Adult Leaders' Association.

    h. Membership, plans, and activities of the 4-H subcommittee of the Program Building Committee.

    i. County and district 4-H calendar of events.

    j. Special 4-H programs in the county.

Agent conferences.
Studies 4-H plan of work.
Studies leader training plans.
Studies county long-range program.
Studies 4-H calendar of events.
Studies organizational pattern and standing rules of 4-H Council.
Studies organizational pattern and standing rules of Adult Leaders' Association.
Participates in all phases of the 4-H Club program.

Professional Competence

40. Understands the importance of maintaining competence in relevent subject-matter areas of agriculture and home economics.

Agent conferences.
Participates in specialist conferences and training meetings.
Reads specialists newsletters.
Reads farm, and/or home magazines.
Reads commodity, technical, and research publications.

41. Understands the importance of carrying out duties and responsibilities set forth in the plan of work and the position and job description.

Agent conferences.
Carries out assigned responsibilities in plan of work.
Studies position and job description.

In addition to the items of primary responsibility, trainer agents have responsibilities for supporting other training efforts for the following items from the main checklist.

Items 4, 6, 7, 8a-h, 11, 16, 17, 19, 29, 30a-c, 31, 32, 42, and 43.

RESPONSIBILITIES OF TRAINING TEAMS

NEW AGENT'S TRAINING CONFERENCE - PHASE I & II

The Texas Agricultural Extension Service employs from 70 to 80 new agents each year with an approximate ratio of 50:50 men and women. Each new employee, regardless of previous training, education, and experience, needs to be introduced to his new job.

Therefore, New Agents' Orientation and Training Conferences are scheduled during the first year. Phase I is planned for those agents who have been on the job at least 30 days and usually not more than 90 days. This is a 2½ day session with a primary objective of presenting orientation training on Extension history and philosophy, legislation and policies, introduction to program building, the fundamental priniciples of 4-H Club work, and report preparations. Phase II is conducted approximately six months later and is of 4½ days duration. Communications training, teaching methods, program building (with emphasis on working with committees), and more detailed training in 4-H Club work make up this phase of training.

The objectives of Phase I and Phase II training are to enable beginning Extension employees:

1. To adjust to full professional responsibility quickly and with good feelings.

2. To understand what is expected of them.

3. To have the information necessary to carry out their assignments.

4. To feel secure in his work.

On the following pages, in this section, items taken from the main checklist are grouped together under the Training Team Categories. This is designed to clearly delineate areas of responsibility and to serve as guidelines to the training teams for preparation and presentation of training material. It should be stressed that each training team has the primary responsibility for giving training relative to the items listed under their category designation. Other efforts will be supplementary.

The overall learning experience for all items included in this section will be Phase I and/or Phase II of New Agents' Orientation and Training Conference. However, teams are encouraged to utilize effective teaching methods to assure proper learning experiences for the new employees.

Administrative Training Team

Phase I

Item	Teaching Objective
1.	Understands the purposes, objectives, and philosophy of Extension work as set forth in such documents as "The Scope Report," "A People and A Spirit," and "New Agents Training Guide."
2.	Has general knowledge of the origin and history of the Texas Agricultural Extension Service.
3.	Is familiar with the legislation that governs the operation of the Texas Agricultural Extension Service (the Morrill Act, the Hatch Act, the Smith-Lever Act, and the Civil Rights Act of 1964.)
4.	Has a working knowledge of the organization and functions of the Cooperative Extension Service at the Federal, State, district, and county levels.
6.	Has knowledge of the duties set forth in the job description and position description.
7.	Understands the personnel appraisal system.
18.	Understands and uses the elements of good office management and the regulations pertaining to the following:
	a. Uniform Filing System
	b. Penalty mailing regulations
	c. Procedure of obtaining forms, supplies, publications, and visual aids
	d. Role and responsibility of stenographic and clerical staff
	e. County office conferences
	f. Organization and atmosphere of the county office
39.	Is informed of the importance of, and the opportunities for, professional improvement.

Phase II

2.	Has general knowledge of the origin and history of the Texas Agricultural Extension Service.

9. Recognizes the purpose and importance of monthly reports.

30. Is familiar with the following Extension teaching methods:

a. Mass methods

(1) Radio

(2) Television

(3) Newspapers and magazines

(4) Exhibits

(5) Circular letters

(6) Posters

(7) Leaflets and bulletins

b. Group methods

(1) Meetings

-general

-workshops

-short courses

-institutes

-clinics

-seminars

-field days

-tours

-schools

-conferences

(2) Result demonstrations

(3) Method demonstrations

c. Individual methods

(1) Farm and home visits

(2) Result demonstrations

(3) Individual letters

(4) Office calls

(5) Telephone calls

Reports and Evaluation Training Team

Phase I

Item	Teaching Objective
9.	Recognizes the purpose and importance of good reports.
10.	Is familiar with the elements of good reporting.
29.	Is informed about the role in planning, carrying out, and evaluating programs.
32.	Recognizes the importance of planning for evaluation of major phases of the program.

Program Building Training Team

Phase I

Item	Teaching Objective
19.	Is familiar with the Program Building Handbook and understands the program building process.
29.	Is informed about the role of specialists and other resource people in planning, carrying out, and evaluating programs.
32.	Recognizes the importance of planning evaluation of major phases of the program.

4-H Training Team

Phase I & Phase II

Item	Teaching Objective

36. Is informed about:

    a. Five directional guidance points for Texas 4-H programs

    b. Objectives of 4-H Club work

    c. The needs of young people

37. Is familiar with the following:

    a. Agent's responsibilities for 4-H Club work

    b. Specific phases of 4-H, such as:

        (1) Youth subcommittee

        (2) 4-H programming

        (3) 4-H adult leaders

        (4) 4-H Clubs

        (5) 4-H projects

        (6) County-wide organizations

        (7) County participation in district and State events

        (8) Public relations, publicity, and cooperation

Training Team for Teaching Methods and Techniques

Phase II

Item	Teaching Objective

30. Is familiar with the following Extension teaching methods:

a. Mass methods

(1) Radio

(2) Television

(3) Newspapers and magazines

(4) Exhibits

(5) Circular letters

(6) Posters

(7) Leaflets and bulletins

b. Group methods

(1) Meetings

-general

-workshops

-short courses

-institutes

-clinics

-seminars

-field days

-tours

-schools

-conferences

(2) Result demonstrations

(3) Method demonstrations

c. Individual methods

(1) Farm and home visits

(2) Result demonstrations

(3) Individual letters

(4) Office calls

(5) Telephone calls

31. Understands the reasons for using a variety of teaching methods and techniques for in-depth programming to reach a specific goal.

RESPONSIBILITIES OF THE TRAINEE

The Texas Agricultural Extension Service maintains a dynamic in-service training program planned specifically to help you, the new Extension agent. It is designed to help you understand the purpose, objectives and philosophy of the organization and your role in helping to achieve its goal. Because of the increasing scope of Extension's educational programs, the obsolescence of knowledge, increasing size of staffs, and rising cost of training required to maintain and implement an effective educational program, we must continuously seek ways by which we can maintain our professional competencies. Self-directed study is one of the best ways to do this. It is suggested that you review the main check list and become familiar with what you are expected to know and the sources of this information.

This handbook is primarily designed to assist those responsible for the training you will receive during the first year you are on the job. However, the Self-Study Guide contained in this section can help you during the first few months you are a member of the Texas Agricultural Extension Service. It is an organized plan of observation and participation under the guidance of experienced Extension personnel. You will be expected to complete this assignment within the first 90 days that you are on the job.

This is not a simple, easy assignment. It is expected that extra time and effort will be required to prepare this report. However, experience has proven the value of this training activity, although you may not think so at the time. It is not necessary to follow the guide according to page order. Fill in the guide as you complete an activity. The report should be typed or written in ink.

A list of reference materials for use in completing the Self-Study Guide is included. You will notice that many of these materials are in your county Extension office files. In addition, a kit of reference material for use in completing the guide will be provided to you by your district agent. Other materials will be provided at New Agents Training Conference.

Upon completion of this training material, separate it from the remainder of the booklet, bind it in a manila folder and submit it to your district agent for evaluation.

NEW AGENTS' SELF-STUDY GUIDE

AGENT_____

COUNTY_____

ADDRESS_____
City State Zip Code

DATE RECEIVED_____ DATE COMPLETED_____

	Rating*	
	Co.Ext.Agt.	Dist. Agt.
I. Background Information About the County		
II. Reports and Records for Which Agents Are Responsible		
III. Organization and Personnel at the County and State Levels		
IV. How Agents Meet the Needs of the People in the County		
A. Plan of work - based on county program		
B. Office management		
C. Office interviews		
D. Farm and home visits		
E. Correspondence and bulletins		
F. Newspaper articles		
G. Radio and television		
H. Meetings		
I. Demonstrations		
J. 4-H Club Programs		
K. Leadership training		
Overall Rating		

*Rating Values:
Excellent Good
Very Good Fair

Comments:_____

_____

REFERENCE MATERIALS FOR USE IN COMPLETING NEW AGENTS SELF-STUDY GUIDE

The following references are listed according to where they should be located, such as local county Extension office files and materials received at New Agents Training Conference or included with New Agents Training Guide.

County Extension Office Files

Current Agricultural and Population Census Reports for Texas and for the county in which you are training.
County Agent's file on background information
County Plan of Work
Texas Almanac
Long-Range Written County Program
D-434 Instructions for Making Monthly Reports for all County Extension Agents (Current Copy)
Current Reports and Records on File
Agricultural Extension Service Personnel List
A People and A Spirit
D-690, Program Building Handbook
The cooperative Extension Service Today - The Scope Report
County Extension Office Handbook
D-446, Office Supplies and Forms
The Use of the Federal Penalty Mailing Privileges by Cooperative Extension Service Employees - USDA
Visual Aids Catalogue
Personnel Appraisal Forms
The Current Texas 4-H Award Programs Handbook
D-350, Library Books Available for County Agents from the Texas A&M University Library
D-639, Extension Agent's Guide in Planning and Conducting Result Demonstrations
USDA-AH 123, Result Demonstration Manual
M-151, Publication List
Current Job Description
MP-853, Texas Extension Home Economics Focus
Guidelines for County Extension (For compliance with Title VI of the Civil Rights Act, 1964)

Materials Received at New Agents Training Conference

Organization Chart for Texas Agricultural Extension Service
Staff Guide for Texas 4-H Programs
D-665, 4-H Guide for Adult Organization Leaders
4-H Project Leader Guide (Mimeographed)
D-787, Project Selection Guide for Texas 4-H Club Leaders
D-739, A Guide for 4-H Adult Leaders Association
D-824, County 4-H Councils, A Guide for Extension Agents
D-510, The 4-H Method Demonstration

D-706-Texas 4-H Club Charter and Certificate
4-H Club Officers and Committees

Materials Included with the New Agents Training Guide

D-633, Agent to Specialist - Information Request
Guide for Interviewing (Mimeographed)
Farm and Home Visits (Mimeographed)
Effective Public Relations (Mimeographed)
Procedure for Ordering Free USDA Publications (Mimeographed)
COM 3, News Notes (Mimeographed)
Services Provided by the Department of Agricultural Information (Mimeographed)
Radio and the County Extension Agent (Mimeographed)
Suggested Outline - Five-Minute Daily Program for County Extension Agents (Mimeographed)
D-510, The 4-H Method Demonstration
D-405, Texas 4-H Junior Leadership Demonstration Handbook--Record and Report
MP-266, Field Days and Tours
MP-799, Making Your Meeting Worthwhile

I. Background Information About the County

It is necessary for an agent to have knowledge of the population, geography, and economic situation in the county. This is commonly referred to as background information. Information on available communication media is also needed.

Find the following information for the county in which you are training. Please note: This is for training purposes only and is not complete nor as detailed as you will need later. Upon request to your district agent, forms will be provided for you to use in the county to which you are transferred after this training period.

Suggested references:

Current Agricultural and Population Census Reports
Office File on Background Information
Long Range County Program
Texas Almanac
County Plan of Work

People who may help you become familiar with the County situation.

ASC Office Manager
SCS Personnel
Vocational Agriculture Teacher
County School Superintendent
Manager of Local Chamber of Commerce
Officers and Members of the Program Building Committee and Various Subcommittees
Key Leaders

A. Population and Participation (To be completed by new Agricultural Agents and Home Demonstration Agents)

Number of towns _____

Number of farms and ranches _____

Number of farm or ranch owners _____

Number of farm or ranch tenants _____

Number of working away from home _____

Average size of farm or ranch _____

Total population _____

Farm population _____

Number of farm or ranch families (total farm owners and tenants) _____

Rural nonfarm population _____

Percent of population over 65 years _____

Percent of population under 18 years _____

Number of boys and girls age 9-19 years _____

Number of 4-H members _____

Number of 4-H Clubs _____

1. Community _____
2. School _____
3. Countywide _____

Number of adult 4-H Club leaders _____

Number of Home Demonstration Club members _____

Number of Home Demonstration Clubs _____

B. Geographic Information (To be completed by new Agricultural Agents only) _____

Land area of county (square miles) _____

Acres in:

Forests _____

Pasture or improved range, native grassland _____

Cultivation _____

Topography _____

_____

Types of soil _____

_____

Elevation _____

Average rainfall _____

Frost dates _____

Length of growing season _____

C. Economic Information (To be completed by new Agricultural Agents only) _____

Annual total gross income from all farm products _____

Income from dairy products _____

Income from livestock other than dairy products _____

Income from hogs _____

Income from beef _____

Income from poultry _____

Income from crops _____

Income from wildlife _____

	Crop	Yield Per Acre (County Average)
The principal forage crop and yield	_____	_____
The principal grain crop and yield	_____	_____
The principal cash crop and yield	_____	_____

D. General Home Economics Information (To be completed by new Home Demonstration Agents only)

Number of Households _____

Trend (increase or decrease) _____

Persons per Household _____

Trend (increase or decrease) _____

Educational level of Women over 25 years of age (median school years completed) _____

Family income levels (median) _____

Percent of families below $3000 _____

Percent of families $7000 and above _____

Number of women working outside the home _____

Number of married women _____

Number married with children under 6 years _____

Families:

Number of families with children under 6 years of age _____

Number of families with children under 18 years of age _____

E. List the references you used in finding the background information.

_____

_____

_____

_____

_____

_____

F. Press, Radio, and Television Facilities

1. Primary daily papers circulated in the county.

	Name of paper	Name of reporter	Location	Have you met editor & reporters
a.				
b.				
c.				

2. Primary weekly papers circulated in the county.

	Name of paper	Name of publisher	Location	Have you met editor & reporters
a.				
b.				
c.				
d.				
e.				
f.				

3. Primary radio stations serving the county.

	Station	Program Director	Location	Have you met director
a.				
b.				
c.				

4. Primary television stations serving the county.

	Station	Program Director	Location	Have you met director
a.				
b.				
c.				

III. Organization and Personnel

Each agent should understand how the Agricultural Extension Service is organized at the State and county levels and the responsibilities of his particular job. It is important, also, to be acquainted with organizations in the county that assist with carrying out the county program.

In order to gain a better knowledge of the Agricultural Extension Service organization, local personnel and organizations, and the county Extension agent's job, the following written report is requested.

Suggested references:
- Organization chart
- Local Extension agents
- Job description
- Records on file
- Personnel list
- Personnel appraisal forms

A. General information about your job.	Check if Completed	Remarks
1. Become acquainted with the following:		
a. Objectives and characteristics for the Texas Agricultural Extension Service. References: "A People and A Spirit" and "The Cooperative Extension Service Today (Scope Report)"	_____	_____
b. Job description - Study your job description to learn your responsibilities. References: "County Extension Agents Current Job Description" and "Position Description"	_____	_____
c. Public relations - Learn what is meant by good public relations, and the publics with which you should be involved. References: "Effective Public Relations" (Mimeographed)	_____	_____
d. Civil rights - Gain knowledge of Civil Rights, policies, and regulations. References: "Guidelines for County Extension Agents"	_____	_____

II. Reports and Records with which the New Agents Should be Familiar

Schedule definite time to examine all types of reports and records for which Extension agents are responsible. You will actually participate in making some reports and keeping some records. No written report is expected on this part of the guide except to check "If observed or used" and "Remarks".

Suggested references to use for understanding this section are:

SEMIS Handbook
Current reports and records on file
D-446, Office Supplies and Forms

		Check if Observed or Used	Remarks
A.	Reports		
1.	Weekly Activity Reports (SEMIS)	_____	_____
2.	Monthly Narrative Report (D-425)	_____	_____
3.	Special Reports (if applicable)	_____	_____
4.	Annual (Section 1 and 1A of Performance Review)	_____	_____
5.	Extension Activity Report to County Commissioners	_____	_____
6.	Report of County Office Conference (D-738)	_____	_____
7.	Weekly Crop and Weather	_____	_____
B.	Forms		
1.	D-228-Monthly Certificate of Service	_____	_____
2.	D-3-Application for Leave	_____	_____
3.	D-542-Training Request	_____	_____
4.	D-544-Part-Time Study Request	_____	_____
5.	D-536-County Extension Travel Authorization	_____	_____
6.	D-535-Out-of-Town Travel Authorization	_____	_____
7.	D-428-Voucher for Reimbursement of Travel and Field Expense	_____	_____
8.	D-435-Out-of-State Authorization	_____	_____
9.	D-23-Request for Extension Service Publications	_____	_____
10.	910E-Request for Supplies	_____	_____
11.	S-1-Request for Envelopes and Letterhead	_____	_____
12.	D-738-Report of County Office Conferences	_____	_____
13.	Weekly Activity Report (SEMIS)	_____	_____
14.	D-843-Extension Activity Report to County Commissioners	_____	_____

15. D-216-Request for Authorization to Make an Official Trip _____ _____
16. D-360-Monthly Schedule of Travel _____ _____
17. Section I and IA Annual Program Report _____ _____
18. Section II-County Extension Agents Performance Review _____ _____

C. Current records of membership

1. 4-H members and leaders according to clubs _____ _____
2. List of 3-H adult leader Association _____ _____
3. County home demonstration members according to clubs _____ _____
4. Mailing list _____ _____
5. List of demonstrators _____ _____
6. Others (Please list on back of page).

B. Use the following outline to obtain organization and personnel information about agricultural workers and other organizations and individuals in the county.

Write "Does not apply" in blanks where condition does not exist.

1. Extension Agents

	Name	Title	Major Job Responsibility
a.			
b.			
c.			
d.			
e.			
f.			

2. Secretaries

a.			
b.			

3. County Program Building Committee

	Name	Address
a. Chairman		
b. Vice-Chairman		
c. Secretary		

d. Number of members _____

4. Program Building Subcommittees

	Committee	Chairman	Number of Members
a.			
b.			
c.			
d.			
e.			

	Committee	Chairman	Number of Members
f.			
g.			
h.			
i.			
j.			

5. Commissioners' Court

a. County Judge _____

b. Commissioners

	Name	Address
(1)		
(2)		
(3)		
(4)		

6. State Legislators

	Name	Address
a.		
b.		
c.		

7. Congressmen

	Name	Address
a.		
b.		

8. County 4-H Leaders' Organization

Officers	Name	Address

*-New Agricultural Agents Only
**-New Home Demonstration Agents Only
Items with no mark should be answered by both agents

9. County 4-H Council

Officers	Name	Address
_____	_____	_____
_____	_____	_____
_____	_____	_____

10. County Home Demonstration Council

	Name	Address
Chairman	_____	_____
Vice-Chairman	_____	_____
Secretary	_____	_____
Treasurer	_____	_____

11. D.H.I.A. Supervisor (serving the county)*

a. _____

12. A.S.C.S. Office Manager*

	Name	Location of Office
a.	_____	_____

13. A.S.C.S. County Committee*

	Name	Address
a.	_____	_____
b.	_____	_____
c.	_____	_____

14. Federal Land Bank Association Manager (serving the county)*

	Name	Location of Office
a.	_____	_____

15. Production Credit Association Secretary-Treasurer (serving the county)*

	Name	Location of Office
a.	_____	_____

16. F.H.A. County Supervisor (serving the county)

	Name	Location of Office
a.		

17. S.C.S. Personnel*

	Name	Title	Location of Office
a.			
b.			
c.			
d.			
e.			

18. S.C.D. Board of Supervisors*

	Name	Address	Area Represented
a.			
b.			
c.			
d.			
e.			
f.			
g.			

19. Vocational Agriculture Departments*

	Location	Instructor's Name
a.		
b.		
c.		
d.		
e.		
f.		
g.		

20. Young Farmer Chapter*
or
Young Homemakers Chapter**

_____ _____
(President) (Address)

21. Homemaking Departments**

	Location	Instructor's Name
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

22. Independent Schools

	School	Superintendent	Principal
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

23. County School Superintendent

_____ _____
(Name) (Office Location)

24. Major Farmer Cooperatives in the County (List and give number of each type)

	Cooperatives	Manager
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

25. Presidents or directors of organized livestock associations, crop clubs, or other agricultural organizations.*

	Organization	Name	Address
a.			
b.			
c.			
d.			
e.			

26. County Agricultural Workers' Association

	Name	Address
a. President		
b. Vice-President		
c. Secretary		
d. Treasurer		

27. Officers or key county people in farm organizations

	Name	Address
Farm Bureau		
a.		
b.		
Grange		
a.		
b.		
Farmers Union		
a.		
b.		
National FArmers Organizations		
a.		
b.		

IV. How Agents Meet the Needs of the People in the County

This section of the guide deals with planning and carrying out the county program -- a most important part of the county Extension agent's job. Selected phases of the county Extension agent's job dealing with the program building process and other activities follow.

Under each phase you are to observe selected parts followed by a written report to give you an opportunity to become more thoroughly acquainted with these phases of the county Extension agent's job. Please Read Instructions For Each Item Carefully.

A. Observe, check if completed, and indicate remarks if any.

	Completed	Remarks
1. Program building		
a. Study the long-range county program and procedures and organizations used to develop it.	_____	_____
b. Study the current annual county plan of work and learn the procedure and organizations used to develop and carry it out.	_____	_____
c. Attend a county program building committee or subcommittee meeting where people are helping to plan or carry out the Extension program.	_____	_____

B. Write a report in space provided

1. Program building process

a. Based on your study of D-690, Program Building Handbook, and on your observation in the county where you are in training, describe the program building process as it exists, pointing out its weak and strong points, INCLUDE ALL STEPS USED IN THE PROCESS, GIVING ORGANIZATIONS AND COMMITTEES USED.

If you had an opportunity to improve the process, what changes would you make to obtain maxiuum involvement of people in all steps necessary in planning and implementing an effective county educational program.

References: Long-Range County Program Plan of Work

Local Agents

D-690, Program Building Handbook

D-812, Planning an Effective Educational Program

D-817, Making Program Building Committee Work More Effective

D-818, Making Subcommittee Work More Effective

D-820, Making Educational Activities More Effective

D-737d Program Evaluation Handbook

b. Outline the procedure for requesting assistance or subject-matter information from a specialist. Also, the procedure for requesting a specialist to visit your county. Include information the agent should send the specialist.

Reference: Local Extension agents or district agent
D-633 Agent to Specialist--Information Request

A. Observe, check if completed, and indicate remarks if any.

1. Office management	Completed	Remarks
a. Office arrangement		
(1) Observe office equipment and arrangement.	_____	_____
(2) Study organization of files and uniform filing guide	_____	_____
(3) Observe techniques used in answering and relaying telephone calls.	_____	_____
(4) Observe agent's techniques in talking to an office visitor. Participate in an office visit.	_____	_____
b. Office conferences		
(1) Participate in regular office conferences of county personnel.	_____	_____
(2) Observe the use of a county calendar in office conferences.	_____	_____

A. Observe, check if completed, and indicate remarks if any.

1. Farm and home visits	Completed	Remarks
a. Make several farm and home visits with agents and observe procedures and techniques used. Be sure to visit farm and home demonstrators. Home Demonstration Agents should make a visit to the Chairman of the County Home Demonstration Council.	_____	_____
b. Make some visits alone.	_____	_____

B. Write a report in space provided.

1. Farm and home visits

   a. Write a paragraph or outline the procedure for making effective farm and home visits.
   Reference: Farm and Home Visits (Mimeographed)

A. Observe, check if completed, and indicate remarks if any.

1. Letters and the penalty mailing privilege

	Completed	Remarks
a. Individual		
(1) Observe agent's incoming mail for one day: assist agent in answering mail.	_____	_____
(2) Study correct business letter form.	_____	_____
(3) Study "Federal Penalty Mailing Privilege for Extension Employees" (Revised 1968)	_____	_____
b. Circular		
(1) Read and analyze some recent circular letters according to criteria in bulletin on circular letters.	_____	_____
(2) Write a circular letter for the agent's criticism.	_____	_____

B. Write a report in space provided.

1. Letters and the penalty mailing privilege

a. Attach one copy of an individual and one copy of a circular letter which you write during your training period.

b. Write a paragraph on the penalty mailing privilege, listing statements that cannot be mailed under the penalty mailing privilege.
Reference: The Use of the Federal Penalty Mailing Privilege by Cooperative Extension Service Employees - USDA
County Extension Office Handbook, pages 28-30

A. Observe, check if completed, and indicate remarks if any.

1. Publications and visual aids	Completed	Remarks
a. Find out how State, USDA, and commercial publications are obtained	_____	_____
b. Determine how publications are distributed in the county	_____	_____
c. Observe how current publications are displayed, kept current, and supply maintained	_____	_____
d. Learn how slides sets, film strips, radio tapes, movies, charts, books, pictures, etc., are obtained. Study handbook on above provided by specialists.	_____	_____

B. Write a report in space provided.

1. Publications and visual aids

a. Outline the procedure for obtaining State, USDA, and commercial publications. Include "For Sale" bulletins.
Reference: Procedure for Ordering Free USDA Publications (Mimeographed)
Publication List - M P 151

b. Write a paragraph explaining how slides, film strips, radio tapes, movies, charts, pictures, and other visuals are obtained.
Reference: Visual Aid Catalogue (County Extension Office Files)

A. Observe, check if completed, and indicate remarks if any.

1. Newspaper articles	Completed	Remarks
a. Read current news articles on Extension work in county papers.	_____	_____
b. Prepare a news article to be published in the local paper. Send to Agricultural Information Office for editing if you need help.	_____	_____
c. Get acquainted with newspaper editor, farm editor, and women's editor. Ask what makes a good news article.	_____	_____
d. Read agricultural and home demonstration articles in magazines.	_____	_____

B. Write a report in spaces provided.

1. Newspaper articles
   Reference: News Notes (Mimeographed)

   a. Attach three different news articles which you wrote or helped write.

b. List aids available from Agricultural Information Office on news writing and visual aids.
Reference: Services Provided By The Department of Agricultural Information

A. Observe, check if completed, and indicate remarks if any.

1. Radio and television, if applicable to county

	Completed	Remarks
a. Observe one or more radio and television programs presented by the agents.	_____	_____
b. Participate in a radio or television program if possible.	_____	_____
c. Plan a radio broadcast on a subject assigned by the agents, if local agents have access to radio. Write radio specialists for suggestions if you need help.	_____	_____
d. Get acquainted with the radio farm and home editors for the county, if available. Ask the editors what makes a good radio program.	_____	_____
e. Find out how agents obtain radio and television tapes which are prepared by the Agricultural Information Department.	_____	_____

Observe, check if completed, and indicate remarks if any

A. Meeting	Completed	Remarks
1. Observe the different kinds of meetings the agents in the county took part in during your training period. Participate if possible.	_____	_____
2. Observe the parliamentary procedure used in conduction or meetings.	_____	_____
3. Attend a County Home Demonstration Council Meeting.		
4. Read "Using Resource Persons in Educational Programs" (L-910)		

B. Write a report in space provided

1. Write a brief statement setting forth the factors which made one of the meetings you attended successful or unsuccessful.
   Reference: "Making Your Meeting Worth While" - MP-799

2. Home Demonstration Agents study "Texas Extension Home Economics Focus", write a brief report of how this information will be useful in working with Family Living and Home Demonstration Planning Groups.
Reference: "Texas Extension Home Economics Focus" - MP-853

a. Observe, check if completed, and indicate remarks if any.

1. Demonstrations	Completed	Remarks
a. Method		
(1) Learn a definition for method demonstration.	_____	_____
(2) Observe method demonstration. Include 4-H, home demonstration- and agriculture.	_____	_____
(3) Prepare and give a method demonstration before a group. (Utilize checklist in D-510)	_____	_____
b. Result		
(1) Learn a definition for result demonstration.	_____	_____
(2) Visit result demonstrations. Include 4-H, home demonstration, and agriculture.	_____	_____
(3) Study suggested plans for developing result demonstrations.	_____	_____
(4) Make plans for developing a result demonstration.	_____	_____
(5) Observe how 4-H members are helped by agents to select, conduct, and show their demonstrations.	_____	_____
(6) Observe how result demonstrations become a part of county program building.	_____	_____

b. Write a definition for a result demonstration.
Reference: D-639 "Extension Agent's Guide in Planning and Conducting Result Demonstrations"

c. Write a paragraph or an outline giving an account of a method demonstration in which you participated or observed.

d. Write a paragraph or an outline giving an account of a result demonstration in which you participated or one that the agent is conducting.

A. Observe, check if completed, and indicate remarks if any.

1. 4-H Organization	Completed	Remarks
a. Study and observe how 4-H clubs are organized.	_____	_____
b. Learn the types of clubs.	_____	_____
c. Study and observe how to conduct 4-H Club meetings.	_____	_____
d. Participate in 4-H Council Meeting	_____	_____
2. Leader training		
a. Assist in a leadership training meeting conducted by an agent.	_____	_____
b. Observe material the agent presents and his or her methods of presentation.	_____	_____
c. Learn the responsibilities of agents in leadership training	_____	_____
d. Learn the responsibilities of volunteer leaders in carrying out a specific program, such as Agriculture or home economics	_____	_____
e. Observe how adult and junior leaders work with 4-H members	_____	_____
f. Study 4-H leader and member guides as a part of the 4-H leader program.	_____	_____
g. Learn the recognition that should be given leaders.	_____	_____
h. Study and observe the Adult 4-H Leader Organization	_____	_____

References:

"How to Organize New 4-H Clubs" -
Mimeographed material - 4-H Club Office
"A Guide for Agents" -
Unit VIII, Motivation and Leadership Development
Mimeographed material - 4-H Club Office
"Guide for Adult Organization Leaders in 4-H Work" -
D-665
PA 395 - Let's Strengthen Our Local 4-H Leader Training

A. Observe, check if completed, and indicate remarks if any.

	Completed	Remarks
1. 4-H Club Projects		
a. Learn the kinds of projects available for 4-H Club members	_____	_____
b. Study and observe how 4-H members may be helped in selecting projects	_____	_____
c. Study and observe how project programs may be carried out.	_____	_____
2. 4-H Award Programs		
a. Become acquainted with the different 4-H Award Programs that are available and the requirements for earning them. (Refer to the current Texas 4-H Award Programs.)	_____	_____
b. Assist with 4-H County and District Award Programs being carried out in the county.	_____	_____

References: Texas 4-H Award Programs, Current Copy
4-H Project Leader Guide - Mimeographed-4-H Club Office
"Staff Guide for Texas 4-H Programs"

Write or attach any other information which you think would reflect the extent of training received. Include what further training you feel you need.

After having had county experience, write a brief paragraph giving your concept of Extension work.

LIBRARY BOOKS AVAILABLE FOR COUNTY EXTENSION WORKERS

The following books on Extension Service work are only a few of the most helpful references available in the Texas A&M University Library.

Cooperative Extension Work - Kelsey and Hearne, 1955

Cooperative Extension Service - Sanders, 1966

The Demonstration Work - O. B. Martin, 1941

Home Demonstration Work in Texas - Kate Adele Hill, 1957

The 4-H Club Leader's Handbook - T. T. Martin, 1956

The 4-H Story - Franklin Reck, 1951

Rural America and the Extension Service - Brunner and Yang, 1949

Seaman A. Knapp--Schoolmaster of American Agriculture - Joseph C. Bailey, 1945

Additional references you should read include the following pamphlets, reports, magazines, and journals filed in the County office:

"Texas Extension Home Economics Focus" (MP-853)
"A People and A Spirit"
"Extension Service Review"
"Journal of Extension"
"Journal of Home Economics"
"National 4-H News"
"Program Building Handbook" (D-690)
"Make Your Meetings Worthwhile" (MP-799)
"Uniform Filing Guide"

A Texas Agricultural Extension Service publication, D-350, "Library Books Available for County Agents From the Texas A&M University Library" is on file in your office for use in selecting references. (File Code - ADM ;)

Books may be requested on card D-349, "Official Extension Loan Request." Order cards from the Agricultural Information Office. Use a separate card for each book requested. Be sure to give correct title, author, and date of publication for each book.

Books are to be returned to the library one month from the date mailed to the agent.

GLD
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